



Caversham Park Primary School

Curriculum Map - Writing Progression - Whole School

Together we enjoy, create and achieve

Spelling and Transcription (fluency for writing)							
	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Phonics and Word Spelling	<p>Knows all sounds for the letters for the alphabet and at least 10 digraphs.</p> <p>Knows how to spell some tricky/common exception words correctly, e.g. I, to, the, no.</p> <p>Segments words and represents the sounds when writing.</p>	<p>Spell words containing each of the 40+ phonemes taught.</p> <p>Make phonetically plausible attempts at writing longer words.</p> <p>Spell common exception words.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learn to spell common exception words.</p> <p>Distinguish between homophones and near-homophones.</p>	<p>Spell further homophones.</p> <p>Spell words that are often misspelt (Appendix 1).</p>	<p>Spell further homophones.</p> <p>Spell words that are often misspelt (Appendix 1).</p>	<p>Spell some words with 'silent' letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.</p>	<p>Spell some words with 'silent' letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.</p>
Spelling Conventions		<p>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Use the prefix un-.</p> <p>Use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p> <p>Apply simple spelling rules and guidance from Appendix 1.</p>	<p>Learn the possessive apostrophe (singular).</p> <p>Learn to spell more words with contracted forms.</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>Apply spelling rules and guidelines from Appendix 1.</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p>
Transcription	<p>Write a simple sentence dictated by an adult (broken into words) that include known GPCs and common exception words (as above).</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (as above).</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (as above).</p>	<p>Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.</p>		

Handwriting	<p>Uses a dominant hand.</p> <p>Uses a tripod pencil grip.</p> <p>Knows how to write the majority of letters.</p> <p>Use finger spaces to separate words in a sentence.</p> <p>Begin to form capital letters.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place .</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p> <p>Use spacing between words.</p>	<p>Form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for a task.</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for a task.</p>
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Punctuation, Grammar and Vocabulary							
	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Punctuation	<p>Show awareness of full stops.</p> <p>Begin to form capital letters, e.g. for their name, I and starts of sentences.</p>	<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p>	<p>Use and punctuate direct speech (i.e. Inverted commas).</p>	<p>Use commas after fronted adverbials.</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Use and punctuate direct speech (including punctuation within and surrounding inverted commas).</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p>	<p>Use hyphens to avoid ambiguity.</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use a colon to introduce a list punctuating bullet points consistently.</p>
Vocabulary	<p>Use recently introduced vocabulary.</p>	<p>Join words and clauses using "and".</p>	<p>Use expanded noun phrases to describe and specify.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause (and place).</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause (and place).</p>	<p>Use a thesaurus.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p>	<p>Use a thesaurus.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p>

Grammar		<p>Use regular plural noun suffixes (-s, -es).</p> <p>Use verb suffixes where root word is unchanged (-ing, -ed, -er).</p> <p>Use un- prefix to change meaning of adjectives/adverbs.</p> <p>Sequence sentences to form.</p> <p>Know and use the conjunction 'and'.</p>	<p>Use sentences with different forms: statement, question, exclamation, command.</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Use co-ordination (using or, and, or but).</p> <p>Use subordination (using when, if, that, or because).</p> <p>Use suffixes to form new words (-ful, -er, -ness).</p> <p>Use apostrophes for omission & singular possession.</p> <p>Use commas in lists.</p> <p>use extended simple sentences e.g. including adverbs and adjectives to add interest.</p> <p>Use some features of written Standard English.</p> <p>Use and understand grammatical terminology when discussing writing.</p>	<p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Form nouns using prefixes (e.g. super-, anti-).</p> <p>Use the correct form of 'a' or 'an'.</p> <p>Begin to use fronted adverbials.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Use a wide range of fronted adverbials correctly punctuated.</p> <p>Know the difference between plural and possessive -s.</p> <p>Use Standard English verb inflections (I did vs I done).</p> <p>Use extended noun phrases, including with prepositions.</p> <p>Make appropriate choice of pronoun or noun to create cohesion.</p> <p>Use a wide range of conjunctions, adverbs and prepositions to express time and cause.</p> <p>Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.</p> <p>Convert nouns or adjectives into verbs.</p> <p>Use verb prefixes.</p> <p>Use devices to build cohesion, including adverbials of time, place and number.</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use passive verbs to affect the presentation of information in a sentence .</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Understand and use differences in informal and formal language.</p> <p>Understand synonyms & antonyms.</p> <p>Use further cohesive devices such as grammatical connections and adverbials .</p> <p>Use ellipsis.</p>
Terminology	<p>To recognise and use the vocabulary: full stop, finger space and capital letter.</p>	<p>letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma</p>	<p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

Composition

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
Contexts for writing	<p>Write for a variety of age appropriate purposes, e.g. card, story, message.</p> <p>Write in role.</p>	<p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p> <p>Write poetry.</p> <p>Write for different purposes.</p>	<p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p> <p>Write poetry.</p> <p>Write for different purposes.</p>	<p>Write in both narrative and non-narrative contexts.</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>
Planning Writing	<p>Think of and say a sentence I want to write.</p> <p>Repeat and rehearse sentence using given sentence stems.</p>	<p>say out loud what they are going to write about.</p> <p>compose a sentence orally before writing it.</p> <p>Use a story map or mountain to plan narrative writing.</p> <p>Use a boxing up grid to plan non-fiction and poetry writing.</p>	<p>plan or say out loud what they are going to write about.</p> <p>Use a story map or mountain to plan narrative writing.</p> <p>Use a boxing up grid to plan non-fiction and poetry writing.</p>	<p>Discuss and record ideas.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Use a boxing up grid to plan writing.</p>	<p>Discuss and record ideas.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Use a boxing up grid and other techniques, e.g. mind mapping for planning writing.</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Use a range of techniques for planning writing, e.g. boxing up, note taking, mind mapping, story boards.</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Select the appropriate tool for planning writing based upon the writing style.</p>	
Drafting Writing	<p>Write simple sentences that can be read by others using acquired phonic knowledge.</p>	<p>sequence sentences to form short narratives.</p> <p>Re-read partially written or completed sentences back to remember what to write next.</p>	<p>Write down ideas and/or key words, including new vocabulary.</p> <p>Encapsulate what they want to say, sentence by sentence..</p>	<p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices (headings & subheadings).</p>	<p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot .</p> <p>In non-narrative material, use simple organisational devices (headings & subheadings).</p>	<p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot .</p> <p>In non-narrative material, use simple organisational devices (headings & subheadings).</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Précis longer passages.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader.</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Précis longer passages.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader.</p>

<p style="text-align: center;">Proof Reading and Editing</p>	<p>Re-read what they have written to an adult.</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>Evaluate their writing with the teacher and other pupils.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns..</p> <p>Proofread for spelling and punctuation errors</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proofread for spelling and punctuation errors.</p>
<p style="text-align: center;">Performing Writing</p>	<p>Tell familiar stories and make up their own stories.</p>	<p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>

